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ABSTRACT

This booklet presents teaching strategies and techniques in a quick reference format. It was designed specifically to assist adjunct and part-time faculty, who have careers outside of education, to efficiently grasp many of the concepts necessary for effective teaching. Included are a checklist of points to review prior to beginning a teaching assignment; a brief introduction to teaching; strategies regarding andragogy/pedagogy; suggested classroom techniques; and a guide to classroom behavior, with descriptions of stereotypical student personalities. Also discussed are motivation, self-esteem, self-actualization, planning, a suggested lesson plan format, sample course outline, course syllabus, and faculty self-evaluation. Primary suggestions for classroom teachers include: (1) be a facilitator of learning; (2) entertain the students; (3) vary teaching activities; (4) be sensitive to the barriers created by students' challenges; (5) stay alert to early signs of difficulty; (6) be aware of time commitments; (7) be knowledgeable of college policies and procedures; (8) assist students with limitations in basic skills; (9) allow sufficient time for class preparation; (10) respond to questions directly; (11) observe other teachers; (12) learn about teaching; (13) use ice-breakers; and (14) encourage student involvement. (AS)

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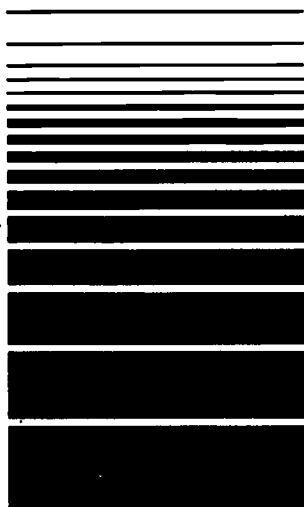
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Teaching Strategies & Techniques for Adjunct Faculty

THIRD EDITION

Donald Greive, Ed.D.

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HIGHER EDUCATION SERIES

Teaching Strategies & Techniques for Adjunct Faculty

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Donald Greive, Ed.D.

Lorain County Community College, Elyria Ohio

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Preface

With part-time and adjunct faculty assuming a greater role in college teaching, institutions are assuming more responsibility in providing support and assistance to this important constituency. The expertise and experience brought to the classroom by part-time faculty is of ever increasing importance to students and institutions. This expertise, however, can only be adequately appreciated if it is appropriately recognized and incorporated into the instructional process.

This document has been prepared specifically to assist adjunct faculty who have careers outside of education to efficiently grasp many of the concepts necessary for effective teaching.

Realizing the time constraints facing part-time faculty, the booklet is intentionally brief but to the point. Individuals interested in examining the teaching process in greater detail may find the companion publication *A Handbook for Adjunct/Part-time Faculty and Teachers of Adults* of value. It is the hope of the author and publisher that, in some small way, this publication will assist faculty in realizing a successful and rewarding teaching experience.

Donald Greive Ed. D.

About the Author

Donald Greive has spent the majority of his educational career as a faculty member and as an administrator of part-time faculty. He has served as a Dean and Director of Evening and Continuing Education as well as Dean of Academic and Instructional Services. He has served as an adjunct faculty member at a liberal arts college, state university, community college and technical institute. He has managed several national conferences on the topic of adjunct and part-time faculty.

Previously, he edited *Teaching In College-A Resource for Adjunct Faculty*. He recently authored *A Handbook for Adjunct/Part-time Faculty and Teachers of Adults*. He is the editor of *Adjunct Info-A Journal for Managers of Adjunct and Part-time Faculty*.

Acknowledgements

A publication covering the wide number of topics that are addressed in this book requires the broad expertise and knowledge of the many subjects addressed. Just as an adjunct faculty member is not expected to be an expert on all matters, neither is your author. I am greatly indebted to the following individuals for sharing their expertise for this publication: Duane Chanay, Black Hawk College; Dr. Marguerite Coke, College of New Rochelle; Don Kamps, North Iowa Area Community College; Nancy Kelley, Lorain County Community College; Susan McBride, Black Hawk College; Dr. Gary Pfeifer, Dutchess Community College; Dr. Jacqueline Sanders, Mercer County Community College; Pat Sarraino, Lorain County Community College; Larry Smiley, Central Michigan University.

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Donald Greive

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Forward

This booklet has been prepared to provide an efficient format for the presentation of teaching strategies and techniques that have been proven throughout the years. It is purposely brief to provide adjunct/part-time* faculty a quick reference in readable format. Many of the suggestions and hints have been proven in practice by teachers over the years. Most of the topics discussed in the booklet are covered in greater depth in *The Handbook for Adjunct and Part-time Faculty and Teachers of Adults*.

As an adjunct/part-time faculty member you make a significant contribution to your institution and to the students. You bring new skills, energy, and expertise to the institution at which you are employed. In addition to your teaching role, you are a vital link between your institution and the community.

Regardless of your reason for teaching, your effectiveness will depend somewhat upon the amount of pleasure that you experience as a teacher. As you build confidence as a college teacher, your satisfaction and that of your students will also be enhanced. If you are new or returning to the classroom after a period of time, you may find that student expectations of college instruction have changed considerably. This booklet is full of tips, strategies, and proven techniques to address teaching in the contemporary classroom and to help make your teaching experience productive and enjoyable. So let's get on with it . . .

**For purposes of this publication the terms adjunct and part-time faculty are used interchangeably.*

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Pertinent Points for Professing

Listed below are pertinent suggestions for classroom teachers. They are presented to allow you to assess your own personality and teaching style in light of the realities of higher education.

Be a facilitator of learning. Knowing how to develop learning skills and teaching students to learn and to organize their materials is more important than being an authority who knows the answers. You are not expected to be an “expert” on all topics, even in your discipline.

You are an actor or actress on stage. You have as much responsibility to your audience as a professional actor. Your appearance, your conduct, your communication techniques, your voice and your physical traits are constantly under scrutiny. Be aware that you are the star of the show.

Vary your teaching activities. This brief review of techniques will present some suggestions for variation of activities. Just changing the format of activities to get out of a rut is effective in maintaining student motivation and interest. Use the full line of teaching aids and techniques: films, video tapes, audio materials, guest speakers, field trips. All these activities add to the learning situation.

Be sensitive to barriers. Many students bring to class barriers and baggage. Some are physically disabled, and others have different challenges. Be sensitive to these barriers. Some ways to minimize barriers include:

- a. Be alert to early signs of difficulty on the part of students and provide assistance and referrals.
- b. Be aware of the time commitments for the course. Make certain students understand, but don't scare them with an unrealistic number of hours required.
- c. Be knowledgeable of college policies and procedures concerning such activities as the library, dropping and adding classes, student ID's, etc. that can be passed on to students.
- d. Try to recognize and assist students with limitations in areas such as writing, reading, and math. They should be referred for appropriate help before it affects their class standing.

- e. Be aware that many students may be under significant stress. Avoid confrontations. Be considerate in dealing with such students.
- f. Disabled students may not wish to share their limitations publicly. Be sensitive to this as well as the need to assist them. At the beginning of the class, it is advisable to simply comment, "if anyone needs special seating, etc., please see me after the class."

If you are pedagogically oriented (teacher managed and controlled), try some of the strategies of andragogy (see p. 15). These include: cooperative learning, classroom assessment, student involvement in topics for papers, etc.

Keep in touch with the students throughout all class sessions. Reflect upon "where we started" "where we are" and "where we're going."

Always introduce yourself at the beginning of the first class.

Prepare for your class over a period of time. Start preparation 2-3 three weeks before the class starts, review a week before, and finalize the day before the first class.

Respond to student comments and questions directly. This indicates that they are an important part of the class and important to you. Don't say: "We'll cover that later."

When assigning group work, specify outcomes expected; otherwise, group work may become simply a conversation.

Refer irrelevant questions (distractors) to the goals and objectives of the course.

Ask a colleague who has a reputation as a good teacher if you may observe his/her class.

Read literature and books about teaching. You will be surprised how much there is to know about successful classroom instruction.

Use ice-breakers. This technique works not only in the first class but in other sessions as well.

Faculty Checklist

Listed below are several points that you may wish to review prior to commencing your teaching assignment. Familiarity with this information

will provide for a more effective and efficient teaching situation. You may wish to add additional items to your personal check-list.

1. When are grades due, and when do students receive grades?
2. Is there a college or departmental grading policy?
3. Is there a departmental course syllabus, course outline, or statement of goals and objectives available for the course?
4. Are there prepared departmental handouts?
5. Are there prepared departmental tests?
6. What is the library book check-out procedure?
7. What instructional support aids are available?
8. What are the book store policies?
9. Is there a department and/or college attendance or tardiness policy?
10. How do I get my copy of the text and supportive materials for teaching the class?
11. Where can I get instructional aid materials, films, video tapes, etc. and what is the lead time for ordering?
12. What is the name of the department chairperson, dean, department secretaries, learning resource and other support staff, and significant college officials?
13. Have I completed all my paperwork for official employment?

Introduction to Teaching

It is a commonly accepted axiom that learning is best accomplished when there is a need for learning and when it is built upon former learning and knowledge. Thus, it is evident that true learning is the responsibility of students and not wholly that of the teacher. Teachers, however, are necessary for the learning process to take place. Whether one is a natural born teacher who possesses the skills and techniques to walk in front of a group and perform, or whether one must work and over-prepare to reach the objectives is not important. In either case, in order to affect the learning process, certain professional skills and knowledge are necessary. Individuals can no more expect to walk in front of a class without an arsenal

of knowledge concerning student learning and pedagogical skills and succeed, than one could expect to walk into the middle of an engineering experiment or law case and be professionally proficient.

The critical difference between the teaching profession and other professions, however, is quite simple. Most of the culturally accepted professions are heavily content oriented. With an adequate mastery of subject matter, theory, application, and execution and a considerable amount of devotion and hard work, one can succeed. In the world of teaching, those factors, while necessary, are useless without the additional qualities of having a pleasing personality and possessing the ability to communicate with other human beings. Thus, to be an effective teacher, it is necessary that one be multi-talented and multi-disciplined.

Essentially, the basic characteristics of good teaching are quite simple. They are:

- * Knowing one's subject content
- * Knowing and liking students
- * Understanding one's culture

The First Class. It is normal when you begin your teaching assignment and face your first class, that you will experience a considerable amount of anxiety and nervousness. Most teachers feel that this is a positive force that sharpens the skills to do a better job. In fact, many experienced teachers still maintain that they do their best work when they start a class with a little anxiety.

There are some basic guidelines that will assist you in overcoming anxiety and creating an effective and productive meeting with the first class.

They are:

- * Be over-prepared rather than under-prepared.
- * Plan an activity that allows students to get involved immediately. This may simply be an information gathering exercise.
- * Initiate casual conversation between yourself and students and among the students prior to launching into the specifics of the course.
- * Narrate an anecdote about a trip, a concert attended, a sports event, a current news event or a college happening to bridge the communica-

tion gap.

- * Acknowledge confusion at the beginning of class. Confusion is not detrimental. It is part of the “cooling in” process as students reduce anxieties with each other.
- * Present the syllabus on an overhead or handout. Discuss it in detail with the class, emphasizing the sections describing requirements for the students. Remember the syllabus is often interpreted as the legal document of the classroom.
- * Conduct the class. Don’t meet and dismiss the class. First impressions are most lasting.

Don’t hesitate to share your background with the class. This eliminates the long process of students trying to “psyche out” the professor. It also shows that you are willing to share information as well as gather it. At no time should you ask for more information from students about their professional and personal background than you are willing to give about yourself.

Setting the Tone. Reducing anxieties sometimes involves what is called “setting the tone” of the classroom. Creative and positive feelings about the course and the expectations of the class are important. A professional appearance and planned process for initiating activity is an added positive factor. Above all, it is important to communicate to the class that you are a friendly, helpful person and not an inflexible disciplinarian, whether it be in the academic or behavioral sense.

There are two extremes in classroom behavior that must be avoided by a college teacher. They are the traditionally rigid “stay in your place” strategy and the laissez-faire “what shall we do today gang” approach. In teaching, the middle road is the successful road.

Student Characteristics. Teachers in today’s colleges are dealing with few certainties. However, one of the certainties that exists is the fact that you will most likely face a diverse group of students in your classes. Their backgrounds and aspirations are significantly different from those of the typical “college student” a few years ago. You must be constantly alert to the fact that if you stereotype students or classes, it diminishes your chances of success with the group. Most students in today’s college classrooms are not sure of their own potential. Thus, any tendency to

stereotype is detrimental to both the student and the teacher.

Listed below are four common characteristics that may be found in today's college students:

1. College students of today will probably have a better grasp and concept of where they are going and why they are in class. They may be easily "put down" or become frustrated if their expectations are not met.
2. Today's college students may view themselves as consumers as well as students. They feel they have purchased a product and they will expect its delivery.
3. They will come to class more mature and more open in the sharing of their rich life experiences. Many times these experiences and knowledge can be a valuable asset to the class.
4. Keep in mind that you are teaching adults, not "kids." Very often adult students will rebel at rules and standards that do not seem to contribute to the educational process.

Classroom Communication. As was pointed out earlier in this section, the added ingredient to professional teaching is the ability to communicate clearly. In a classroom situation communication is more than talking and lecturing. Communication involves eye contact, physical gestures, behavior traits, classroom presence, proper media and blackboard usage, and other non-verbal activity that may be overlooked in other social situations.

It would be well for you to become acquainted with some non-verbal communication indicators in our culture and above all to be conscious of behavioral traits that you may possess which may be offensive or distracting to students. At the same time you should be conscious of your strengths and positive traits that add to a happy classroom. The positive actions of an individual are the same in the classroom as they are in social situations; thus, you may examine and reflect upon your most positive features and mannerisms and incorporate them into your teaching strategies.

In summary, the three R's of teaching are: repeat, respond, and reinforce. Very simply, they mean that student comments and contributions, if worthy of being recognized in a class are worthy of being repeated,

responded to and reinforced by both verbal and other techniques at the command of the teacher.

Strategies for Teaching

Although we would not go so far as to imply that you should develop a strategic plan for teaching, you should have in your repertoire a variety of approaches to your classroom demeanor. Following are some contemporary strategies that have received considerable attention in teaching-learning circles during the past decade.

Andragogy/Pedagogy. With the rise in the number of adults attending college in recent years, there came a recognition that these new learners brought with them different expectations concerning their role in the learning process. In fact, it is evident that adults want to play a more active role in their learning experience. In the past, most of us were placed into teacher controlled classes, where the teacher determined the activities to be performed to achieve the learning that they thought we needed. This philosophy led to the development of numerous strategies and techniques utilized by the teacher in the instructional process. This is called pedagogy and is a vital part of the teaching process. However, in recent years, there has arisen a realization that this system is not effective for all learners in all situations.

It is evident that contemporary learners, especially adults, wish to become more active in their learning process. Specifically, they feel that they need to know why it is necessary to learn something prior to undertaking it; they possess a strong sense of self and feel responsible for their own decisions; they wish to integrate their life and employment experiences with their educational activity; they are ready to learn and are interested in self-centered learning—not teacher-centered learning. These factors influenced the creation of a learner-centered strategy known as andragogy. For you as an instructor, the implications are very clear. Your classroom preparation should include learner-centered activities. Many such activities are included in this book but are not labeled as such. They include: cooperative learning, discussion groups, student panels, student consultation concerning research topics, classroom assessment, and student conferences, to name a few. Be reminded, however, that the andragogy model does not imply that the pedagogical model be abandoned. There is

still a need for pedagogical planning; however, the concepts of andragogy should be included.

Classroom Assessment. Classroom assessment techniques (CATs) are based upon a series of teaching techniques in which teachers use classroom research activities to determine what students are learning. They provide a focus on student learning, on-going evaluation of instruction, opportunity for student feedback, and student involvement in the learning process.

Some of the basic CATs that you can utilize in your classroom are summarized here.

1. *The Minute Paper.* At the end of class ask students to give a written response indicating the most important thing they learned and the questions that remain.
2. *The Muddiest Point.* Students are asked to identify topics about which they are unclear.
3. *The one-sentence summary.* Ask students to summarize a large amount of information (Angelo-Cross, 1992).

Cooperative Learning. Sometimes called collaborative learning, cooperative learning brings students with differing abilities together in small groups where they reinforce lecture and text material through interaction and discussion. This technique requires detailed planning including classroom goals, specific cooperative activities, and a grading plan. Groups should consist of four or five students. During this activity, the instructor must assume the role of facilitator to maintain direction and assure complete student participation. For a detailed booklet describing this process see Sego (see references).

Partner System. Recently there has been an increased realization that students learn from each other as well as from their instructors. By working together, their interests and achievements can be improved within the classroom. In addition to the small group techniques described later, some instructors find that assigning students to work in pairs or partners throughout the course greatly enhances their progress. This technique can be implemented early in the course through voluntary mutual selection by the students, lottery, or other suitable methods. This system provides each student with a “partner” from whom to seek help and with whom to share ideas as he or she proceeds through the course.

Student Feedback. One of the most important factors in monitoring your success as a teacher is student feedback. Sometimes it is necessary to structure the feedback rather than to rely upon impressions. In addition to classroom assessment described previously, some techniques to obtain feedback include the following: (1) Prior to testing give sample questions that do not count toward the grade. Ask for the correct answer with a show of hands. (2) Make certain there is open and ongoing communication. (3) At the end of the course, ask the students to write a letter to "Uncle John" describing the course to him. (4) Have a post-mortem discussion with your class.

Finally, some of the most effective classroom strategies are creative and developed by the instructor. Too often teaching consists mainly of imitating other instructors that we have had in our own collegiate learning experience. Such imitation limits the opportunity to try new and different teaching techniques. Many educators feel that activities in a classroom should change every twenty minutes. You should not feel obligated to stay with traditional classroom methods. If you feel like taking an innovative approach, share it with your students! They will be cooperative and appreciative of the fact that you are a risk-taker and innovator in your instructional endeavors.

Classroom Techniques

The Lecture. The lecture is the most used and the most efficient of teaching techniques. Do not hesitate to use this technique even though it has the reputation of being abused. You must keep in mind that a good lecture requires more preparation than a good activity or demonstration. Some of the factors in preparing an effective lecture are the following:

1. Carefully prepare notes, examples, formulae and facts, main theme for the day, and summary. Tell them where you're going and when you get there. Make certain that the lecture is directed to the level of the students.
2. Use anecdotes, concrete examples, and dramatic contrast to emphasize points. Use gestures and eye contact to keep communication channels open with the class.
3. Use questions to stimulate and motivate students. Summarize at the conclusion of every major part of the lecture. An effective summary

includes repetition and reinforcement of the important points covered.

4. Be conscious of your vocabulary. This is especially important to faculty teaching in specialized areas where professional jargon and buzz words are in common use but may not be understood by students.
5. Use the full range of activities and lecture techniques, including A/V and supplemental materials. You may use a combination of traditional lecture, brainstorming, problem solving and discussions. The old one-way lecture is no longer viable.

Question/Answer. Intelligent use of questions is probably the most effective teaching mechanism in existence. Proper questioning is the ultimate in good communication, for it elicits critical thinking. There are several points to remember in questioning:

1. Use specific questions addressed to individuals, not general questions directed to the class. After asking the question, pause and allow silence while waiting for the answer.
2. Use questions for all purposes: to arouse curiosity; to assess the class' understanding of your presentation; to evaluate the comprehension of individuals; to allow students to provide input and to digress from the class contribution.
3. Use questions creatively whenever possible. A key question or an unusual question in each class session (even making a production of it) effectively stimulates classes and conveys information.
4. Use open-ended questions to supplement lecture. These are questions that allow students to comment or respond to the opening rather than to give a short correct or incorrect answer. These types of question would be: "What do you think of that?" or "How does that strike you?." Then call upon students by name. Avoid yes/no questions.

Discussion. Discussion techniques developed over the last twenty years have become a major part of good teaching. These discussions facilitate sharing and understanding, as well as application and reinforcement. There are several points that should be remembered in developing a discussion format:

1. There must be an objective or purpose for the discussion; otherwise, it will deteriorate into meaningless buzz sessions and aimless sharing of opinions.

2. A case study is an excellent vehicle for the development of a meaningful discussion.
3. A controversial issue is effective as long as students reach rational, logical, conclusions, which they express in writing.
4. It is a good idea to involve students in the development of the discussion format, including planning the activities, monitoring the discussion, and presenting conclusions.
5. The evaluation plan of the course should be clearly developed so that students know exactly the value of the discussion in relation to their final grades.

PowerPoint. One of the newest media intensive classroom presentations developed in recent years is *PowerPoint*. Adjunct faculty wishing to investigate this technique should be aware that *PowerPoint* is a complete computer-driven graphics presentation package that gives you everything you need to produce a professional looking presentation, including text handling, outlining, drawing, graphing, clip art, etc. Adjunct faculty wishing to pursue this sophisticated activity should seek specific workshop training to become proficient. The results may be worth it especially if you are a continuing adjunct instructor.

Student Classroom Behaviors

To be certain, teaching is a demanding activity. Most professionals can succeed in their respective fields of endeavor with thorough knowledge of the technical and intellectual content of their professions. A teacher, however, requires this same competence, plus the ability to manage large numbers of individuals with divergent learning and behavior patterns. This section discusses some of the more common student behaviors in today's classrooms.

The Class Expert. The class expert is one who will have comments and knowledge concerning nearly any topic raised in class discussion. Be careful not to "put down" these students because it will discourage other students from contributing. Usually, an effective technique is to allow the "expert" to respond and allow peer pressure to eventually limit his/her activities. If this approach does not solve the problem, an individual conference after the second or third class session may be necessary. If all else

fails, a verbal request for consideration of other students during class would be in order. Prepared objectives, to which everyone's attention must be addressed, are a vital asset.

The Silent Class. Silent classes are commonly encountered by part-time instructors due to the fact that many of the returning students are older and/or insecure. Nonetheless, it is important that students are involved vocally in the class. Conversation and involvement are important to the learning process and provides feedback for the teacher.

As stated previously, the first class can be important in breaking the silence barrier before it starts. Some techniques to implement communication include: small group work, the partner system, discussions of current events and personal experiences, brainstorming, icebreakers, and instructor's anecdotes.

The Negative Student. Negative student behavior manifests itself in diverse ways. Sometimes students will challenge class discussion in a negative manner, and in other situations, they merely will remain silent and appear to sulk for no apparent reason. It is important that you not allow the negative student syndrome to affect the class. The silent, negative student usually will not greatly affect the class; however, the negative vocal student will. Initially, efforts should be made to involve the negative student in a positive or success-oriented question/answer format. Through this technique, you may be able to assess the interests of negative students and stimulate participation. (Remember, the negative student made the effort to register for the course and to attend the class; thus he or she brings positive attributes.) An individual conference with the student often can clarify and help resolve the matter.

The Unruly Student. Although it is not commonplace, an unruly student occasionally surfaces even in the college-level classroom. His or her behavior can manifest itself through disagreements with other students (possibly physical), verbal outbursts, cursing, or general disruption. You should exhaust all reasonable strategies to control the situation, such as eye contact with the student, politely asking for cooperation, or private consultation. If conditions gravitate to the point at which classroom order no longer can be maintained, ask the rest of the class to leave the room and then address the student with the problem in more direct ways in concert with procedures established by the institution.

Motivation

Maslow's Hierarchy. One of the most widely accepted motivational theories is that of Maslow's hierarchy of needs. This hierarchy also applies to the learning process. It states that basic human needs fall into five categories: physiological, safety, love and belonging, esteem, and self-actualization. Although faculty cannot greatly affect, in a short time, the first three of these needs: physiological, safety, love and belonging, they can be effective in developing the final two: esteem and self-actualization.

Esteem. Fulfilling the need for self-esteem in individuals is accomplished by building a classroom based upon the "success" concept. Teachers who tend to build the learning experience around student success will find themselves in an enjoyable learning-teaching situation. Several items to assist you in developing a success-oriented classroom are:

1. Make certain the students are aware of your expectations. This includes information concerning course objectives and their commitment to the class.
2. Inform students precisely of what is expected of them, including assignments to be completed and the time necessary to complete course requirements.
3. Give students non-verbal encouragement whenever possible. This may be done through eye-contact and gestures. Remember, in our culture students recognize that hand gestures pointing up are positive and downward are negative. Don't hesitate to smile to create a pleasant environment in your classroom.
4. Provide students with positive reinforcement at every opportunity. Such techniques are quizzes that everyone can pass, grading criteria other than written tests, comments on papers, promptly returned papers, and individual informal conferences.
5. Provide a structured situation in which students will feel comfortable. Believe it or not, students are more comfortable in a structured situation knowing where they are going. The "laissez-faire" classroom is generally a lazy classroom. Students can be included effectively in the planning of the class without fears of them taking over the class.
6. Allow students to discuss their experiences, especially if your classroom contains adult students. Many times their contributions will en-

hance the topic. Be careful, however, that they do not dominate the class with life experiences that are not related to the objectives of the course.

Self-actualization. Self-actualization is achieved with the development of the student's self concept. It is most easily realized if there have been past achievements and successes in the students background. You can assist the student in their self-actualization need in the following ways:

1. Present some kind of a challenge in each of the classes, but do not make them insurmountable barriers. Plan activities in which all levels of your class can achieve success. Allow additional time for projects, if needed. Give incomplete grades if in doubt. Use challenging questions that do not embarrass students if they do not know the answer. Strive to get your students involved in problem solving situations.
2. Treat your students as individuals. Make every effort to prevent your class from becoming impersonal. Some experienced faculty try to call upon a certain number of students each day. Some faculty give students their home phone number. It is amazing how seldom they will use it; however, it does convey the feeling that the student is a person who is important to the faculty member. Above all, make every effort to call the students by name, even if it means using a seating chart.
3. Do not pre-judge or stereotype students. Unfortunately stereotyping still exists in some of our class rooms. Don't label students or classes as "good" or "bad." It will affect your grading, your behavior, and your reaction to the group. There is also a good chance that your judgment might be wrong. There is no room for stereotypes in education.
4. Treat your students as adults. Many of them hold powerful positions in business and industry in the community.
5. Give consideration to students' personal problems when it is appropriate. If a student is late for a legitimate family or personal reason, be flexible. Remember, adult students bring with them all the problems of home management and cultural pressures, as well as the problems of class attendance. Do not, however, become deeply involved in counseling students concerning their personal problems. This is outside the realm of responsibilities for a part-time faculty member.
6. Run a flexible classroom. Rigid rules are usually demeaning to students. The flexible instructor is a more effective teacher. Being flex-

ible does not imply the loss of authority. The teacher is always the authority in the classroom.

Planning

Although there are few absolutes in the profession of teaching, there is one element of teaching in which there is universal agreement by experts and practitioners. That is the importance of planning. If learning is to take place, then adequate planning is necessary to assure there is an avenue that will end in the desired learning outcomes. With today's sophisticated student clientele, teachers who depend upon "off the cuff teaching" are doomed to fail. Although there are many planning support mechanisms, they are all essentially built upon one premise—to adequately plan the class process. You should first define the destination (objectives) at which you desire to arrive and then develop a plan to reach that destination. There are three major components to a formal teaching plan. They are: the lesson plan, the course outline, and the course syllabus.

The Lesson Plan. The format for the lesson plan may vary depending upon the instructor and the type of course being taught. Probably the only thing universally agreed upon is that the lesson plan should be written down. It should have a definite purpose indicating the main thoughts for the lesson, and it should be numbered and arranged as part of the total plan for the course. The lesson plan may be formal or informal. For example, references, research, and quotes may be part of the formal lesson plan. At the same time, anecdotal comments may be written in as marginal notes and outside references such as newspaper items may be clipped and handled as a unique entity.

The lesson plan allows the faculty member the greatest amount of freedom in the educational process. An effective lesson plan should reflect the creativity of the faculty member. Test yourself before entering the class to be certain that you have an adequate plan for the day or evening. Merely ask yourself to answer the question that students often ask—"What are we going to do today - and why?" Essentially a lesson plan should contain several parts. They are:

1. A list of definitions that should be clarified for the students.
2. The objectives of the class.
3. The activities in which each student will participate.

4. A definite plan for the activities of the instructor.
5. The impact or purpose of the class.
6. The assignment for the next session.

Following is a sample lesson plan format that might be used in preparation for classes.

Suggested Lesson Plan Format

Course number and name: _____
(after first page simply number chronologically)

Date: _____

Session #: _____

Definitions to be covered: _____

Class objective(s): _____

Student activities or exercises: _____

Instructor activities: _____

Major impact or thought: _____

Assignment: _____

The lesson plans for a course should be accumulated and kept chronologically in a permanent file or notebook. It is not necessary to develop a complete new lesson plan each time you teach a course. However, by maintaining them in chronological order, they are available for easy reference and for review and update as each new class is faced. Through this process, you will find that much of the material becomes dated.

The Course Outline. While the lesson plan is a daily map for teachers to ensure their direction and activity in a given session, the course outline is much more comprehensive and allows you to monitor the map of the entire course. Course outlines allow you to add and include your personal and professional anecdotes in a structured format as they relate to the class topics.

Unlike the lesson plan, the course outline is very often a formal document that is developed at the departmental, division or program level. The outline normally is extracted from the course objectives. The general topical form is usually used with no greater detail than two or three sub-topics.

You must determine when developing a class outline whether the course is to be structured in a chronological or topical format. A chronological format requires that previous information be taught prior to later activities, whereas a topical outline can be modified and rearranged with much more flexibility without the concern that students have prior knowledge.

Following is an example of the course outline format including sub-headings.

Sample Course Outline

Statistics 101

I. Introduction

- A. Basic Statistics
- B. Purpose
- C. Data Gathering
 - 1. Samples
 - 2. Instruments
 - 3. Recorded Data
 - 4. Machine utilization

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The Course Syllabus. A syllabus is defined as “a concise statement of the main points of a course of study or subject.” The syllabus is the official document for the course. The lesson plan is an instrument of the instructor for day-to-day operation; the course outline is a guideline for the course content. The syllabus to some degree is a combination of the two. It should be shared with students and should be a permanent part of the instructional archives of the campus. It may even become a legal document in the event of litigation arising due to consumer issues.

Despite the recognition of the syllabus as the most important document in course preparation, no single format has received wide acceptance. While there is wide variation among faculty members concerning the content of the syllabus, there is much agreement that a syllabus should contain several main parts. They are:

1. The complete name of the course, including the course number.
2. The name and title by which the faculty member wishes to be addressed.
3. The faculty members office hours.
4. The text or texts, outside readings and manuals required.
5. The course requirements and grading standards.
6. The course objectives.
7. The specific assignments, projects, etc. to be completed by the students.
8. A complete listing of resources, outside readings, field trips, etc.

The syllabus should be distributed to the students on the first day of class. Time should be taken to discuss the syllabus and the details therein. In fact, it is also a good practice to go over the syllabus during the second meeting of the class. It would be well to describe in detail the activities of the students as they relate to certain assignments and objectives. Remember, a syllabus is a scientific document and a work of art, and it should be shown that respect in its development and use.

Faculty Self-Evaluation

Any process that is dynamic, whether it be teaching or something else, is of little value unless it can be assessed to determine if it is achieving its intentions. The planning process in teaching is no exception. If one is to adequately plan, expending hours of time, energy and research, it is only appropriate that you receive some indication of the fruits of that planning. One of the methods that can be used to evaluate the planning process is that of faculty self-evaluation.

Although many colleges have faculty evaluation forms that they either require or recommend for use, faculty, in terms of assessing their own planning, may wish to develop a self-evaluation form. The students should be informed that this is a self-evaluation exercise and that no one else will view it; thus, only constructive criticism or reinforcement is of value. Even though students are often biased, there is no question of the value of student input. Most students will respond honestly and sincerely, and like any other statistical technique, over the period of several courses, the deviant responses can be disregarded.

A suggested faculty evaluation form is included here. It is not intended that these are the only questions to be asked, or that their statistical validity has been tested. It is, however, suggested that faculty develop an instrument for their own use. A few underlying principles should be observed. They are:

1. The form should not be so long that students eventually check anything to complete the form.
2. It should be logically organized into classroom, course, and instructor evaluation.
3. The evaluation code should be simple and easily understood. Excessive numbering such as 1-10 is only confusing. A simple A-F is easily understood by the students.
4. It should of course be anonymous and should be given prior to the class session during which the final examination is held.

Faculty Evaluation Form

Class: _____

Date: _____

Instructions: Please grade each factor on a scale of A-F in terms of your perception of the teacher's behavior or characteristics.

Classroom Evaluation

Preparation for class	_____
Communication of classroom expectation to students	_____
Command of subject matter	_____
Professional classroom behavior	_____
Tests and evaluations reflection course lecture, discussion, and objectives	_____
Availability for consultation	_____
Encouragement of student participation	_____
Clarity and conciseness of assignments	_____

Course Related Factors

Appropriateness of project assignments	_____
Value of field trips	_____
Appropriateness of topic selection for outside assignments	_____
Utilization of supplemental teaching aids, support and other activities	_____

Teacher Evaluation

Consideration for differing opinions	_____
Consideration for individuals as persons	_____
Sense of humor	_____
Rating of instructor as compared to other college professors	_____
Personal appearance	_____

Instructor's greatest strengths: _____

Instructor's greatest weaknesses: _____

Suggestions to improve course: _____

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